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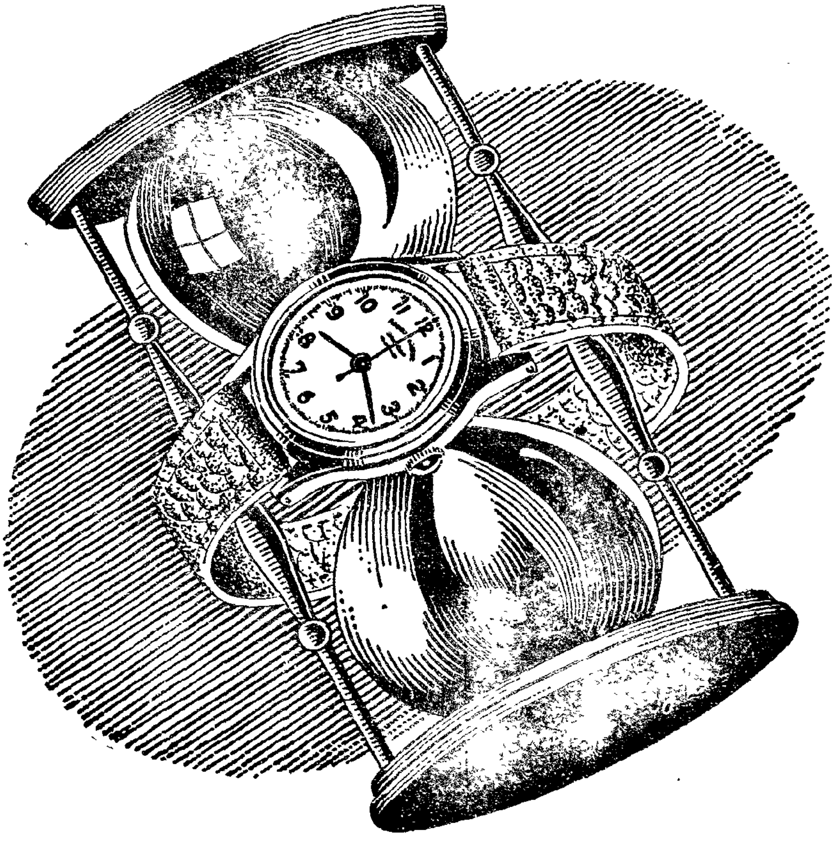

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Homage to Maulana Abul Kalam Azad.

(AVADHESH DAYAL)

Servant of God, savant when still a boy,
The wrath of foreign rulers on thy head
Ere thou wert man, on lifes hard road to tread
Wast spared to see thy homeland free with joy.

In ancient creed steeped but modern still,
Of education held great charge till death
In nations service sanctified each breath
Lived brave and died resigned to Allah's will

Adored by Maulanas and martyrs great
Devoted sincerely to God and man
A nobly busy patriot strong and free
Thy efforts crowned with succes by thy fate
Much done indeed in life's short span
Left mantle clay, for ever with God to be.

Editorial

Nationalisation of Education Versus Inspectoral Control.

Teachers of U. P. Aided Secondary Institutions should be thankful to Sri Kailash Prakaoh, the Deputy Minister of Education for pointing out an apparent contradition of their behaviour at the Conference of Teachers at Sitapur recently. They want that all secondary schools should be nationalised, yet at the same time they resent greater inspectorial control. Under these circumstances it is incumbent on us teachers to reexamine our own demands and see whether there is some contradiction.

Teachers have raised this demand of nationalisation in this State ever

since the U. P. S. E. A. resolution of Febuary 1947 which was confirmed at the Saharanpur conference of 1949. U. P. A. T. A. then existed as a separate body, and the demand of nationalisation was raised there since 1949. But both the bodies have at the same time expressed their resentment against undue inspectorial interference. This is also the attitude of the now united teachers' body. Any one who looks at the surface may however ask if these two things, demand for nationalisation and suspicion over inspectorial control are not incompatible and whether the teachers are not making self contradictory demands.

Probing deeper, we shall however find that there is nothing contradictory in the two demands. Firstly, is undue inspectorial interference confined to government schools alone or is it not also spead over aided institutions ? Ever since the growth of national movements in 1905, the government have tightened their control over all schools, government or private by giving arbitrary powers to the insectorate. From the ill famed Risley Circular of Bengal in 1907 to the numberless circulars issued in 1942, one finds ample proof of tightening the control of inspectorial octopus. With the advent of freedom it has been not relased. Thus so far as official control is concerned all schools. whether government or aided are under a common grip. The only difference comes in the question of security and when teachers of aided institutions demand a rise in their meagre pay. In the former cases the teachers of government institutions are quite secure by a number of protective conventions. No teacher can be arbitrarily dismissed at the sweet will of even the inspector. He has a right to demand an inquiry and can even challange the decisions of the highest officer in a court of law. If the teachers of aided institutions fear that leaving the cases of dispute to be settled by inspectors behind their back, and the denial of the right to challenge a departmental order in a court of law would be infringement of their elementary rights, it does not mean that teachers do not like that they should be treated like government servants in cases of disputes. In the case of the latter, the ministers are prone to say that aided schools are not their immediate concern.

Then comes the bigger question. Who says nationalisation means grea-

ter inspectorial control ? All teachers of France are State servants. But they are not under inspectors. Inspectors are mere visitors who come and inspect teaching. But they do not control teachers. The teachers of State Universities and State Colleges of U. S. A. are government servants but are in no way under bureaucratic control. Nationalisation does not mean regimentation of ideas or of indictrination of students through the teachers. It means bringing a certain uniformity by a democratic and representative body of teachers and others. The controlling and organising bodies in national system must have effective representation. of teachers. It is to be an organic part of the state as the judiciary or public service commisions are, and yet independent of the day to day interference by either the lagislature or the bureaucracy. In fact, bureaucratic officials should be subservient to this corporate body. Some thing of this sort was envisaged in the Board of Secondary Education proposed by Sir Michael Sadler when he recommended whole time non official chairman. in each provincial board in 1917. This did not suit the alien rulers who introduced tightened control minus the financial responsibility. It was indeed the steel frame, the bulwark af the alien rule. After freedom, we did nothing to reduce its power or to try to bring it to the level that civil service of say Britain holds today. We are so used to think in terms of the lessons that our alien rulers have taught for one hundred and ninety years, that we do not pause to think whether other patterns exist else where, or even in Britain itself which had one sauce for the home ganders and another for her colonial geese.

Judging from the angle from which nationalisation is defined above, we are sure there is no contradiction in the teachers' demand for nationalisation of education and teachers apprehension of inspectorial interference. Those who find inconsitancy are so limited in their outlook that they do not know that patterns other than what exist in the context of secretariat red tape can exist and can function more effciently also. It is such persons, we are afraid, who are advising our Ministers and Deputy Ministers and pointing out apparent condiction in the demands of teachers of secondary institutions.

We hope our ministers would view the demand for nationalisation of education in this new angle and this would dispel all misgivings they may have in their minds about apparent contradictions.

Sitapur Teacher's Conference :-

We congratulate the teachers of Sitapur for organising a two-day conference, which was so well attended. The conference had four sections; Business Session, Open Session, Symposium on Intermediate Education Bill and Teachers' and Guardians' Conference, besides a cultural programme. The business session was presided by Mr C. L. Malviya; open session by Sri Kailash Prakash, Deputy Minister of Education ; Symposium by Dr L. Mukherjee ; and Guardians' Conference by Mr B. P. Vajpai.

Teachers Success in Elections :-

We congratulate Mr L. N. Dixit, the nominee of U. P. Madhyamik Sikshak Sangh who has been elected from the West Zone Teachers constituency. We hope Sri Kanhaiya Lal Gupta and Sri Rameshwar Singh, the candiates for April election from the two zones will similarly uphold the dignity of the representative of teachers' association. We give them our whole-hearted support.

MAULANA AZAD.

One the 22nd of Febuary, as the Manuscripts had gone to the press, we recieved the shocking news of the Death of Maulana Abul Kalam Azad, the first Education Minister of the Indian Union. The late Maulana was born at Mecca in 1889. His family had settled in the country some three centuries ago, but at the time of his birth, had migrated to Arabia. Quite early in life he showed how precocious he was. Completing his education at Al Azhar University at Cairo, he took to journalism, which was thought to be a crime. He sufferad, but remained fixed to his ideal. When separatist move distracted many men of his community, Maulana Sahib was fixed in his ideal of the cultural unity of the entire country and never subscribed to two-nation theory. As India's first education minister, he laid the foundation of the policy and guided the destinies of the department for the last twelve years. Alas ! a sudden stroke of paralysis took him away !! May his soul rest in peace and may his ideals inspire the workers of the future !!!

Confusions, Illusions and Fads in the Education of Indian Educators.

(Prof. SHYAMNANDAN SHAYA M. A. M. Ed. B. Litt Dublin,
Asstt. Prof. Patna University).

I

In education, as in life,

"Chaos Umpire sits,
And by decision more embroils the fray
By which he reigns.[1]

Especially in the education of educators, confusion is worse confounded, because we—those who teach or administer—have failed to realise that education should produce good individuals, who are sensitive to stimuli and hospitable to ideas, who are endowed with such feelings as flow spontaneously to their fellows, and who have acquired personal culture. For, only such men and women can build "The World as it cauld be Made"—"a world in which the creative spirit is alive in which life is an edventure full of joy and hope, based rather upon the impulse to construct than upon the desire to retain what we possess or to seize what is possessed by others", "a world in which affection has free play, in which love is purged of the instinct for domination, in which cruelty and envy have been dispelled by happiness and the unfettered development of all the instincts that build up life and fill it with mental delights"[2]. That persons capable of realising this dream of a happy society cherished by Bertrand Russell are generally lacking in our country is evident, for, even though we are free, ours is.

"........a darkling plain Swept with confused alarms of struggle and flight, where ignorant armies clash by night"[3]

1. MILTON, JOHN : Paradise Lost, Book II, 11.907 ff.
2. RUSSELL BERTRAND, Roads to Freedom, p. 210.
3. ARNOLD, MATTHEW : Dover Beach, 11.35' ff.

This is so because our education has failed to educate. And our education has failed to educate because we have not enabled the educators of the young to integrate personality and to produce individuals who know the meaning of knowledge, who mirror the Universe with emotion, and whose hearts beat in unison with humanity. And how could we ? For, our own house is "a wild abyss". "a big, blooming, buzzing confusion", to use a picturesque phrase of William James's.

Confusions

Thus, we have missed our goal because we are confounded by the unhappy differences among the prophets of education, who "constantly gainsay one another"[1]. Indeed, we are like the five blind men who went to visit an elephant. The old and pregnant fable runs as follows : "One of them seized its trunk, and asserted that an elephant was a kind of serpent ; another embraced its leg, and was ready to die for the belief that an elephant was a kind of tree. In the same way to the man who leaned against its side it was a wall : to the man who had hold of its tails a rope, and to the man who ran upon its tusk a particularly unpleasant kind of spear"[2]. Consequently, we exalt pedagogical method at the expense of subject-matter. We do so because we do not clearly realise that "each profession has a major and a minor speciality. Its major speciality is that body of a scientific knowledge which it is the business of the profession to apply its minor speciality is the scientized technique of applying that knowledge"[3]. Accordingly, the major speciality of the educator's profession is the whole range of human knowledge, the kind of knowledge in all fields that will enable him to know what knowledge the people need to use in order to live well individually and socially ; and its minor speciality is the technique of imparting a general familiarity in all the principal fields of human knowledge. If we know it, we would not equate the minor speciality of our own profession with the total speciality of the

1. NUNN, PERCY : Education—The Data and first Principles, p. 10.
2. CHESTERTON, G. K.—*Robert* Browning, pp. 175—76.
3. FINNEY, ROSS L.—A Sociological Philosophy of Education, p. 535.

other professions. "The educator's profession is not like other professions, but different. Whereas each of the others does have for its major stock-in-trade a body of specialized knowledge in a special field; this profession has for its major stock-in-trade a body of knowledge as general as it can possibly be made. Where others specialize he must sedulously avoid specialization."[1] For the educator's task is not to cater to the needs of a fraction of humanity but to ensure the Wealth, Welfare, and Happiness of Mankind". He is the architect of a whole world. This places upon us the responsibility of framing a curriculum the pursuit of which will enable our trainee to hold "concentrated and sparkling within his own mind, as within a camera obscura, the depths of space, the evolution of thes un and planets, the geological ages of the earth, and the brief history of humanity."[2] Familiarise him with all these, but do not deny him a vision of greatness which Art, Literature and Religion only can grant. For, as Sir Richard Livingstone put it, "one way or another, everyone should see human greatness, the highest reach and scope of the spirit of men."[3] So, let us make provision for these in the courses of study for the future educator. And, having done that, impart a knowledge of these, before thinking of your methods of teaching. Let the technique come afterwards. Do not confound the means with the end. The suggestion may appear a little too ambitious perhaps it is. But remember: "All ambitions are lawful except those which climb upward on the miseries and credulities of mankind."[4]

Illusions

An illusion is a false conception. Voltaire calls illusion "the queen of the human heart" but she proves too oft deceiving.[5] And many illusions have deceived us. Such false conceptions are region in training circles. We purpose to deal with a few by way of illustration. The first illusion that comes to my mind is implied in the remark of Mark Twain who said

1. FINNEY, ROSS L.—A Sociological Philosophy of Education.
2. RUSSELL. BERTRAND—Education and the Social Order, p. 11.
3. Some Tasks for Education, p. 22.
4. CONRAD, JOSEPH—A personnel Record.
5. Distisuary of World Literature, ed. Joseph T. Shipley.

somewhere, "Training is everything. The peach was a bitter almond; cauliflower is but cabbage with college education." It is commonly believed by us that training and experience can make anybody a good teacher. Theoretically, of course, a trained teacher should be superior, to an untrained one. But, in practice, as my long experience of training teachers shows, this is not always true. Of course, a person possessing a good academic record, a cultured mind, and a cultivated taste will really profit by technical training. But, as a recent writer put it, "no training, however good, can transform intellectual geese into pedagogic swans".[1] While a first class trained teacher, equipped with a knowledge of his subject, bubbling with enthusiasum, and ever inventing new devices, will be able to strike a spark from a pupil who has the slightest glow in him, a third-rate man armed with technical pedagogy but ignorant of his subject matter, possessed of a poor personality and deficient in wholesome emotions, will not merely lack the ability to impart knowledge where it exists, but will, in many cases hide the lack of it or will justify his ignorance by resorting to novel methods. And our training institutions swarm with the latter variety, because the profession is the cinderella of our national services.

Secondly, our minds are enslaved to the specialization fetish of our times. As Humanyun Kabir observes.

"Secondary education as at present organized does not always give the individual the necessary knowledge of the world nor develop in him the refined wisdom and disciplined imagination one may expect at its close. What often happens is that specialization along some narrow groove starts before the individual has received the broad-education which alone can make him a creative member of society. That is why we sometimes come across specialists who outside their own field are intellectually and emotionally immature. Their knowledge itself, in the absence of what one may call wisdom, may be a menace to society".[2] Indeed, you cannot parti-

1. MEHTA, R. L.—The Teaching of English in India, p. 38.
2. Education in New India, p. 197–98.

cipate in the social process, with a hotch potch compromise which you get by putting together the peculiar, one-sided notions of specialists, for a social policy is a co-ordination of the innumerable functions, public and private. One has to understand relationships that exist among the institutions, the relationships that exist among the various intellectual resources, and the relationships that exist between the institutions and the intellectual resources. Moreover, civilized people must not only make the stock of culture, they must also use it. And this synthesis of our collective life as well as this social utilization of an assorted culture requires generalized knowledge, and not specialized. Therefore, "the notion of specialization should be definitely and frankly abandoned, and, with it, all the requirements, prescriptions, and restrictions that are its logical derivatives,"[1] if we are to produce socially efficient citizens, who are also good individuals-in-society that is the function of the school, and training colleges must, accordingly provide a well balanced ration from all the major fields of human knowledge. Without this there would be nothing for the skilled methodologist to impart.

Lastly, there is the science of the statistician, whom Andrew Lang compared with a tipsy fellow chutching a lamp post for support rather than for illumination. Statistics, which has obsessed those who are devoted to education, deals with the classification and frequency of occurrence, of different kinds of thing or of different attributes of thing. As a basis for induction and inference, it has of late gained popularity with us. We seek solutions of educational problems by tabulating a concensus of opinions. The assumption is derived from "the popular theory underlying universal franchise, that the people think for themselves, and the majority is likely to be right".[2] Thus a large number of schoolmasters, who have little acquaintance with English literature are asked to state the reasons for teaching it, or a large number of persons, who are devoid of culture, are required to list those items of supposed culture for which they feal a conscious need.

1. FINNFY, RUSSEL—A Socialogical Philosophy of Fducation, p. 356.
2. FINNFY, RUSSFL—The Sociological Philosophy of Fducation, p. 17.

The findings represent but a cross section of some prevailing traditional belief, popular or professional, the validity of which is open to question. In this connection we agree with Dr. Finney who says, "A consensus of worthless opinions is a worthless conseusus of opinion ; and there is no magic in statistics that can give it worth. This method would hardly be used in medical science to ascertain the cause of cancer".[1]

Nor can it be used in education, which is a mental and social science, for it rules out a whole field of phenomena. Unlike the natural scientist who perceives his units, the mental or social scientist has to conceive his. And it cannot be done easily. This is an analytic-synthetic work of the intellect, involving creative imagination. Our problem phenomena are subjective entities in thought and feeling. And unlike material facts, these mental social facts are known directly in and by the self. In others we apprehend them by what Professor Charles Horton Cooley calls sympathetic dramatization, which "enables us to understand others by sharing (or duplicating) their states of minds."[2] Thus, from our point of view, "a mountain of statistics would be a mountain of illusion," which must be dispelled like the other illusions that are impediments to clear thinking in the field of education.

[To be continued.]

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1. Ibid., p. 17.

Intermediate Education Bill.

(An abstract of the address of the Sectional Chairman of the Symposium on U. P. Educational Bill at the District Conference of Teachers at Sitapur).

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Secretary, Teacher Education Section.
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Friends,

Permit me to thank you for the great honour you have shown me to preside over the deliberations of this symposium.

Intermediate Education Bill which is now before the legislature is vitally connected with our interests as teachers, and I may be permitted to make a iew observations an the Education Bill and discuss its strong and weak points according to my line of thought, and in the line of discussions that has taken place here.

The First Intermediate Education Act was passed thirty seven years ago in 1921. At that time India was under an alien rule. Due to national movement, teachers were held in suspicion by our rulers and hence no representation had been granted to the teachers of secondary institutions. Head masters and Principals were considered safer and a few were included into the Board on a province wide franchise that suited the times when the number of institutions was small.

As the number of schools and students increased, this system of province wide franchise failed to secure true representatives even of the headmasters and principals, and only one who could spend money could make a province wide campaign and get into the Board. Now all those who would get in by this method can not be expected to be moved by altruistic motives. Surely there will be some who would like to get their money's worth by means of distribution of patronage in the matter of text books and in the distribution of examinerships, and once entrenched in office, there will be

an effort on the part of such persons to retain their position by the distribution of such patronage and thus corrupt their own electors.

Thus the roots of corruption for which the Board is blamed, lie not in a particular coterie, but in the very method of its composition, and a whole sale remedy has been called for.

Unfortunately though the defects of the Board have been noticed for a long time, yet nothing has been done so far to remedy it. In 1949 while Sri Sampurnanand was the Minister of Education a bill was tabled to reform the Board and was sent to the select committee which was directed to send its report after sixty days. Such have been the manouvers of those who were out to sabotage the attempts that the Bill did not emerge out of the select committee in full thirty months and ultimately it lapsed when the legislature was dissolved in March 1952. Ever since Sri Har Govind Singh came into power, he tried to bring in a bill but could not succeed in doing so for five years.

Now Sri Kamalapatiji has brought in a bill and we would welcome his efforts had it met all our aspirations.

Let us examine the bill dispassionately and see if it fulfils all our demands. In the first place it has retained the composition of the Board almost intact. True, it has abolished the representation of the Agra Zamindar's Association and of the British Indian Association. But Such abolition was long overdue. With the abolition of Zamindary years ago and when even their building was utilised by the government for other purposes for a number of years, it is strange how the representatives of these two defunct bodies were being regularly elected all these years and how they were elected at all.

No attempt has been made to secure representation of Headmasters and Principals on a regional basis on which a really good man could aspire to come in. Teachers who teach the subject in the secondary stage are denied representation on the Board directly. After all it is they who know where the shoe pinches and how the curriculum should be revised in the best interests of the taught. One does not deny that some teachers got into the subjects

committees by cooption. But how were they coopted ? Only by the favour of some member of the Board and often many of them had to act as stooges to the members, who proposed them. They had thus very little scope for expressing an independent opinion, and even when some did so they found themselves in a hopeless minority, and were thrown out after a year.

To appease the vested interests in many committees there were no representatives of secondary education at all in the original committee and cooption of one or two members on an annual basis could not improve matters. Biology is an important subject in the intermediate stage and there are many competent biology teachers in the state, yet the biology committee did not have a single permanent member who had any experience of biology at the secondary stage. Chemistry committee has only one member out of five, and so have Ceramics Geology and Sindhi Committees. Out of nine members of the Technical Education Committee only one, a principal, belongs to the secondary education section. Commerce Committee has no one from secondary institutions as a permanent member. The constitution of the Board is such that in Kanarese, Tamil, Telegue, Malayalam and several other committees, the conveners and most of the members are quite innocent of the language in which they are asked to frame syllabus or prescribe text books. One expected that these anomalies would have been rectified and there is only one way in which this can be done, and that is by providing representation to teachers directly into the committee. The teachers teaching a particular subject could form a constituency from which representatives could be elected, and regional basis may be resored to in case a particular constituency becomes too unweildy.

While one finds that the defects of the Board have not been remedied in the bill, one has to see whether other features of the bill are at all redeeming. A teacher in the secondary school or college and my experience over the field now extends over a quarter of a century,, is suffering from many ills. We are asked to build the future nation while we ourselves are kept under starvation wages and that too with sword of Damocle hanging over our heads

constantly. Attempts have been made to make the position of teachers more secure, and for that end in 1946 a Committee of Better Magament of of Aided Schools was formed under the chairmanship of Sri Tilak. It was found that the Education Code was outmoded and its decisions could be flouted by managements, for it had no legislative sanction. Tilak Committee proposed certain remedies including supersession of defaulting managements and teachers' representation into the managing committees. The recommendations of this committee were shelved and nothing has been heard of them all these twelve years. We welcome Sri Kamla Patijee's efforts in trying to put some of the features into effect, though we feel that in certain cases the remedies proposed are merely half measures.

We particularly welcome the provision of supersession of such managements as would noi rectify their defective schemes or as would repeatedly flowt government orders. This is indeed a welcome feature in the bill and it is hoped will go a long way to check highhandedness of many private managements.

While welcoming the appointment of panel of experts out of which one member is to be coopted in the selection of Headmasters and Principals, one wonders why this feature is eliminated in the selection of teachers as well ? It has been provided that there would be two teachers in the management as exofficio members, one being the principal or the head master. But one wonders why the other member would be the teacher selected according to seniority and by rotation ? This is capable of several misinterpretations. It is not clear whether the seniority is according to the length of service or according to the grade. Again what is the period of tenure ? One wonders why the teacher is not elected ? Only by election can we make the teacher really responsible to his colleauges. Any other device would not safeguard the interests of the teachers in general.

One great danger is the insecurity of tenure of the teacher. The present system of arbitration boards proves some cheque against unjust dismissals and reduction in salary. The bill provides prior sanction of Inspectors of schools before any action is taken against a teacher for

dismissal, removal or demotion. But all decisions are taken behind the back of the teacher, He is not able to confront the accusers or challange the evidence produced aganinst him. And what will happen after an ***exparte*** decree? The remedy provided is an appeal to the Deputy Director of Education and the subsequent revisionary jurisdiction of the Director. One must understand that after passing an order the Inspector himself becomes a party to the decision and with the existing ***espirit de corpse*** among the officers of the Education Department, the appeal and the revision will be merely meaningless. But with all that the bill takes away from the teacher the inherent provision for every free citizen, the right of seeking remedy in a court of law. It is doubtful whether an act of legislature by a stroke of pen can afterall take away this right.

Then what about the case of stoppage of increment? That is not covered under the provisions of the bill, but that is surely another method of victimising teachers. The teachers of local authorities do not seem to have even this meagre protection although factions exist there too and cases of unjust victimisation are not rare there.

To sum up, while there are some welcome features of the bill, there are several important omissions as in the case of rectifying the Board of High Schools and Intermediate Education, and some of the suggested reforms like the teacher's representation in the management by seniority and the provision of departmental decisions in teachers disputes in place of arbitrations, fall short of teachers' expectation.

There is yet time to rectify matters, One trusts that the Education Minister, sympathetic as he has shown himself to be so far to the interests of teachers and anxious as he is to improve the condition of education will listen to these counsels.

Problem of Delinpuency.

By SRI SHAMSUDDIN, B.A., B.T., M.Ed., Dongargaon, M.P.

Both problem child and delinquent fail to adjust themselves to society. Delinquents not only affect the child but the society as well. A delinquent acts like a pick-pocket, and directly affects the society. His behaviour is opposed to certain rules and moral code of society. A delinquent is he who fails to conform to the principles of chastity, who fails to respect property rights of others and who fails to observe social regression made for the peace of society. So he is as much a problem as educationally retarded or emotionally ill-balanced child.

Formerly it was treated as legal problem. The mental aspect and psychological factors were not considered. Some punishment was given irrespective of motives or circumstances in which it was committed. Crime is a sort of mental disease and arises out of psychological factors. Now these things are recognised. There is a change in the aim of punishment also. Now the aim of punishment is reformative. The aim is to reclaim or reform or to make him an honest citizen and to rehabilitate him society.

Characteristics of Delinquency

It is found in all races and nationalities. Its range is from 10 to 18. Incidence is greater between 12 and 16. More boys are delinquents than girls. It is not inherent. They are not born but are made. It is a product of a number of unfavourable social factors operating on the mind of the young children. There is not such a thing as delinquent type. Lombroso (An Italian Investigator) has his theory that criminal is a type. By seeing a person one can say whether he is a criminal or non-criminal. But tthis theory was exploded by Goring. He undertook a thorough investigation and found that there is no difference in physical or facial features or criminals and non-criminals. Mentally also they do not differ much. Delinquency and feeble-indedness are not invariably associated. It may be found hardly in 5% cases.

Theory of Multiple Causes

It is generally granted that economic and social factors and personality as well as intelligence play a role in moulding their behaviour. In England Sir Cyril Burt has written a book on the young delinquents. In U.S.A. Hilbi and Browner have done the same work. They have revealed the following as causes :

1. Broken homes and inadequate family life.
2. Faulty discipline at home.
3. Bad company.
4. Lack of wholesome creation.
5. Emotional instability.
6. Lack of moral training, and,
7. Moral retardation.

Preventive and Remedial Treatment.

It assumes a great importance for adult crimes have their beginning in Juvenile delinquency. It is easier to reform personality at earlier age than at a later age. It is impossible to reform a habitual criminal. So improving economic condition of people would improve the condition. But other causes may be there. In U.S.A. the standard of living is high but still crimes exist. So it is not a complete solution. A variety of social service is needed for remedying and preventing it, like orphanages, homes for the destitude children etc. Other services are Probation service, Remedial homes, Reformatory schools, Childrens' Aid Society etc. As a result of Children's act we have got a reformatory school in our Province. It would have been better if there was some other agency to try Juvenile delinquency. They should be tried in special courts as the practice in Bombay exists. There is a probation service. Police does not form a charge sheet there but it is left to the probation officer. He knows child psychology. He interviews the child and prepares the charge sheet taking into consideration all the relevant factors. If the case is such that a delinquent merits sympathy at the hands of judge, he may be left free on pardon and kept under the supervision of the Probation Officer. The function of reformatory school is to train the delinquents in certain trade so that they may be able to earn their livelihood after being set free and if they can profit by education, this facility too is provided. But there must be some follow up work. In the school he has no problem of food etc. but

as soon as he goes out, he has to face many problems as a result of which he may take to wrong path so there must be follow-up programme to see how far they have been improved.

The Diary of a Student Teacher

Translated from the Original Bengali of Mr. Sudhir Chandra Rai,
(By Courtesy Shiksha in Bengali).

KUMARI RUCHIRA SEN, B. A., Lucknow.

PART II

Thursday Jan. 18th, 12-45 P M.

The remarks of the headmaster, who could criticise the existing syllabus so frankly, caused me to ponder. He was not a typical headmaster, then, caring merely for his salary but did think of educational problems also. While preparing my lessons, I was repeatedly reminded of the varied experience of this headmaster. He was aware that methods and approach to a subject should change with times, but the curriculum has not changed and that teachers are asked to do the impossible thing. But however frank his criticism might have been, I had to prepare my lesson plan according to text book directions. We are, as Swami Vivekananda has said, 'dedicated as a sacrifice to our motherland'. Perhaps the pupil teachers are doubly sacrificed, for they are to be sacrificed to their supervisors first and to motherland afterwards. We have to bleat before they thurst their sacrificial knives. It is perhaps not so unpleasant to die, but the agony of suspense before death is hardly pleasant.

I was asked to teach Bengali grammar in Class IX, History in Class VII and English in Class VIII according to schedule. I had been warned by my predecessors, who had taken the B. T. course earlier, that our supervisors differed not only in their ages

but also in their outlook. Some want same methods to be followed in the teaching of literature and grammar while others would like to adopt a different epproach to these two aspects of language study. Some feel that women alone can teach History while others are not so bigoted to poor men-teachers like myself. I wondered what kind of supervisor would fall to my lot !

Arriving at the school, I noticed that I had not drawn a single map or sketch in my lesson plan. This was a grave omission, for which I had to reproach myself. Class IX was in the ground floor, just in front of two latrines and a clear space where the school ***durwan*** kept his ***charpoi.*** The environment was hardly congenial to serious studies. The school itself was old, rarely whitewashed, emitting a typical school-odour, so familiar in Calcutta.

I remembered the essential rules of hygiene that our theory lecturer had taught—how divergent are the realities from theory. Yet, if we have to stick to those rules, most of the existing schools of our country will have to be scrapped. The seats devised for the teacher must have been planned by Mr. Gulliver who brought the carpenters from Lilliput. Of course a pupil teacher is not expected to sit, but surely he has not to practise ***namaz*** while keeping the book on the desk. The boys kept standing and would not take seat till I would take mine. But I reminded them that I was a "B.T. sir" and was therefore not expected to take my seat. I started my work, cleaning the blackboard with the dirty rag in my left hand and kept the lesson plan on the desk. I resolved to teach slowly and gravely, standing in a manner and looking in a way as if to become a personified interrogation—a typical machine to elicit proper answers by means of questions.

Though the class room had several doors, yet there was not enough illumination, and several persons including regular teachers were peeping through them, curious of of seeing what a B.T. trainee was doing. I quickly started with an entertaining story concerning the ***samasas.*** While teaching I noticed one of the boys in the middle row busy in conversation with his neighbour. I tried to recollect the rules of maintaining discipline. I stared hard at the boy, but this produced

no effect. I placed an empty pitcher in front of him suggesting thereby that it is the empty pitcher that makes noise. This had the desired effect and the boy blushed, how wise had been the foreign educationist who had suggested such devices! What a pity, no supervisor was present to see my achievement!

At the end of the lesson however, I felt that the *samasas* still remained Greek to the boys, the introductory story had only an entertainment value, but lacked the force of instruction.

Greater trouble awaited me in the History class in the next period. It was a large class situated near the stair case and the benches were so crowded that the teacher himself had not enough room. He had to stand at the very door way. During my lesson, the bell for distrubution of milk rang. The regular teachers looked rather uncomfortable with the list of boys in their hands. For full fifteen minutes, pandamonium raged in the whole school. This seemed to be a rather hasty and hurried method of maintaining health standards, sacrificing order and discipline at its altar. I tried to recollect the views of educationists starting with Reymont, the friend of B. T. students, and reaching upto the great Percy Nunn and even reaching to the Bengali educational journals, but none it appeared had said anything either in favour or against this subject.

Going to Class VIII, I discovered that only ten out of fifty students were present. I was informed that others were not aware of a change of time table and did not know that English was to be taught that period. But these ten seemed to be rather exceptional students who knew about the change. I realised that the class had some rather over smart students. All knew that lhe time table had changed but the change had not been duly notified and the majority of students tried to reap the benefit out of the lacunae of the arrangement. The text book I was to teach was 'New Method Reader' by Michel West. I had been informed by the regular teacher that the class was used to direct method and that it had proved effective. I therefore tried to speak in faultless English, perfect according to all rules of Nesfield, but was greeted with a wave of supressed laughter. I tried to apply the rules of

command and action and said "Don't Make noise". It was ineffective. I reversed ihe command and said, "Make noise". All kept silent. I realised that it was our indigenous direct method suggesting the opposite of that is wanted. I asked a student 'What are you doing now ?" He wondered and so I repeated the question and was greeted by the answer "No sir".

I asked, "What do you mean by 'No sir ?".

"Yes Sir ?" was the response amidst universal laughter

Since no one had books, I was unable to give an impressive model reading. I thus went on asking questions But the only responses I got were 'Yes Sir, and No Sir". I then asked some questions in Bengali and they answered fairly well in Bengali. Thus from the touch stone of Herbart's 'Apperception Mass', it was clear that the fault lay with the Direct Method itself. Having been used to translation method from lower classes, direct method literally tickles the more grown up students. Whosever may benefit by it, but the would be clerks who are heirs of clerks themselves are not suited to it at all.

But I had little time for meditation, for it was then that the supervisor entered with a grave face. I realised that my Preparation, and Presentation were not yet complete and the time was almost over. What about Correlation, what about Generalisation and Application ? I rushed to the blackboard chalk in hand. The blackboard it seemed had been besmeared with 'Dalda', it was so greasy and my chalk often slipped as I wrote. I asked a few questions to the better students, to elicit the story but by the time I reached to the names of the hero and heroine, the bell rang.

At the end of the lesson the supervisor told me that one defect in my work was the omission to put auxiliary 'is' before the the nominative. But what could I do ? For these are natural omissions of a foreigner ? My parents should have had enough foresight to make English my mother tongue. But a B. T. student can not question. I had to submit meekly and accept the omission.

(To be continued)

Measures for Improvement of Teachers' Training in English

KUMARI S. BOYCE. Secondary Training College Bombay

Paper. Read in Teacher Training Section A. I Educational Conference Madras

Preparation of Teachers of English for Secondary Schools :—

The preparation of a teacher of English takes place in Training Colleges. A student-teacher under training is given an option to specialise himself in any two of the school subjects. In selecting the two School Subjects the student-teacher has not to worry about the qualifications. A B.A. with all Sanskrit papers may take History and Mathematics, or English and Geography, if he so chooses. Most training colleges give no tests to find out if the teacher knows his subject. That discovery is generally made when the teacher begins to give lessons in the subject.

The basis of the choice of subjects is mostly the need of the hour. A rough statistics taken from the colleges in the State of Bombay shows that in almost all the Secondary Training Colleges in the State-a large majority of students take English-because English is assigned by most schools to teachers with any or all subjects at the graduation level. A history student af B. T. becomes a teacher of English, a Science graduate can a'so become a teacher of English. Most Schools do not look into the subject of the teacher at the graduation level, specially when assigning English classes to teachers. In my college in the last five years - there have been trained some 145 teachers of English. Out of these 145 teachers who took English at the B. Ed., 19 were B. A. with English Honours and had obtained Honours. About 30 had taken English Pass, 8 were M.A. with English, 20 with Philosophy, 8 with Mathematics, 6 with Science, 10 with Gujarati, 9 with Marathi' 3 with Sanskrit, 10 with Urdu, 10 with Persian and 15 with History. The figures tell the state of affairs

In almost all training colleges it is found that the teacher with English

Honours is is the minority and is getting more and more rare. Where do the English Honours people go to is a point of research. It is felt that most of them are taken up in better lucrative jobs, besides, the number taking up English Honours in Arts Colleges, has been much less than it used to be in former times.

The majority of student-teachers of English at the Training Colleges is not very sure of their own English as regards language and literature. As regards literature their knowledge is only a wee bit more than the lessons found in the school text-book; as regards language they often make the same mistakes when speaking and writing as those they set out to correct. One need not refer to their accents and pronunciation. To quote Anne Cochren "These students who set out to teach English are fluent in Error". The training College does nothing to help them in this direction, so they get their training as teachers of English without any proper background or knowledge of English.

The teacher of English knows the method of taking English lessons, but has not that command of English which a teacher of English is supposed to have. Naturally, inspite of the methods he employs to teach English, he cannot make his pupils good at English. Very often he even sets aside the methods he has learnt at the Training College. In most training colleges the student-teacher of English gets his theory regarding the teaching of English from the expert, but he plans his lessons under the guidance of Professors who are not Masters of Method in English. This is because the Training College has not a sufficient number of Professors of English. The English lessons are not always watched and supervised by English Professors. It is therefore found that prose lessons in Marathi and English have the same method of treatment. There is not much difference between the method of conducting a composition lesson in English and in Gujarati or Marathi. Again the Training Colleges do not cater for any definite training for the teachers of English in Anglo-Indian or English Teaching Schools aod for teaching English in Schools where English is a compulsory language.

Such, therefore, is the condtion which one needs to remedy soon.

It is a healthy sign that Educationists, Schools and Colleges have already realised that all is not right with the preparation of teachers of English. Some Colleges arrange interviews before admission of students and in the interviews they try to see if the students seeking admission are worthy of the subjects of their choice. In most colleges students are allowed and advised to change their subjects during the first four weeks of the opening of the college if they are very weak in the subject. Some colleges do have refresher courses organised by their Extension Services for the improvement of English language and method. These are generally meant for in-service teachers, but students are allowed to attend as observers in some cases. Associations of English teachers have started thinking on this problem. The Association of English Teachers in Bombay is planing a Course in English where lectures in literature and language are planned for the teachers.

These are some of the measures already taken or soon to be put into concrete form. However, there are many more simple remedies which may help to improve the Training of English Teachers. These measures can only be practical where the schools, teachers and training colleges come together.

The number of lectures for English in the Training Colleges should increase, and courses be should introduced for teachers taking English in the training college without having taken English at the B A. I would rather have a Diploma Course in English at the Training College for all teachers taking English. Tuitorial classes and practical workshop method need to be followed in training all teachers ; specially teachers of English. Our language teachers do very little of practical work besides giving the required number of lessons and preparing a couple of projects. This practical work may be done in groups or by individual teachers. Work such as

(1) preparing dialogues for a set class

(2) using some structures to prepare a set number of picture compositions.

(3) preparing substitution table,

(4) preparing excercises in oral composition,

(5) preparing short stories for Std. IX,

(6) preparing model lessons for prose & poetry,

(7) collecting common spelling errors,—

and other large number of such subjects may be selected by the college staff. Seminars at regular intervals, reading of papers, reviews of books may also be the activities of the training colleges, preparing teachers of English. Moreover, the training colleges must take up general and remedial work in English, which is as yet not done as part of our training course in English. Thus, the Training College must not only equip a teacher of English with the methods of teaching English, but provide for instruction in speech training and phonetlcs, knowledge of the linguistic material he is to teach, techniques of conversation, verse reading and dramatics. Studies in English literature should be possible in the form of talks, lectures and discussions.

The obstacles which prevent such a course in English in a Trainidg College are :—

(1) lack of a sufficient quelified staff,

(2) lack of equipment,

(3) lack of time,

(4) lack of co-operation from schools,

(5) dominance of examination.

In so far as my State is concerned obstacles Nos. I and 3 are the main obstacles. In most colleges in Bombay there are not more than two qualified members on the English staff. A complete English staff should be composed of —

(1) A Method Teacher

(2) A Phonetician

(3) A literature expert

(4) A number of tutors and supervisors.

The tutors and supervisors may be part-time members of the staff. These tutors and supervisors can also be senior teachers of English employed part-time to guide and supervise lessons. The equipment in most colleges, having extension services, is sufficient. One finds a gramophone,

a tape-recorder and speech records in many colleges. One can add an "English atmosphere room"—full of text-books, pictures, charts, magazines etc. where students can find all that is necessary for their study of English.

Lack of time is the most general obstacle in all Training Colleges. Some 22 lectures in Method and 9 in Phonetics are, generally, all the time, set apart for the study of English in training colleges. To remedy this Dr. Forrester has suggested that more theoretical aspects of the course may be given up. Dr. Bhandari suggests a pre-training stage when the study of English language may be done. A short diploma course to complete the training of teachers of English may be started by the Training Colleges. This can only be done if the schools and the authorities, such as Inspectors, insist that all English teachers must go through this course.

An examination - dominated college finds always difficult to get time to organise any further studies than those required for the examination. The Bombay University has done away with the B. Ed. practical examination recently. Students are graded by the College into A, B, C, D grades according to their year's work, and this grade is shown by the University in the degree certificates. The grades effect the theory to a certain extent. A candidate does not get first class unless he has obtained A grade in his college work in spite of 1st class marks in the examination. Lack of co-operation from schools is now not a very major obstacle. The schools are willing to help the training colleges and there are all signs that very soon the relation between the training college and the schools will be more and more intimate. The Extension Services are doing good work in this field.

Most Training Colleges have not as yet chaged thier syllabus in English. An all-India statistics taken on this point shows the following results. :—

38 per cent. of colleges have replied to say that they have revised their sylabus and 62 per cent have replied that their syllabus has not been changed. Out of the 38 per cent, 15 per cent say that their syllabus has changed only slightly.

This paper wishes to draw the attention of Training Colleges that it is absoletely essential to have a new course in English suitable to the present needs and conditions. Institutions like the British Council, the Allahabad Central Pedagogical Institute, the new language institute at Hyderabad need to work in this field So far their activities have centred round a change in methods of teaching English, in text.books and school syllabuses for English. What shape the new English syllabus and course for teachers may take, it is not easy to say. Whatever shape it moulds itself into, it must consider that it is essential for teachers to have a knowledge of the essential structures of the language, an elementary knowledge of phoneiics and ways of improving their own language as well as a training in examining pupils and constructing tests. To make room for such topics, as mentioned above, one has to cut down the existing topics like discussing obsolete methods, place of English in India, history of teaching English and such other theoretical discussions.

A language teacher has to be a master of large variety of skills :—

(1) the skill to speak clearly.

(2) A trained ear to detect mistakes.

(3) A training in the art of correction of language mistakes.

(4) An effective use of gestures facial expressin and dramatisation.

(5) the skill in organising language material, etc.

Yet it is seldom realised that the teachers of language need special training.

To conclude, one may repeat that the Syllabus must tend towards giving the trainees more skill and experience in using and teaching English.

BOOK REVEIWS

ROUND THE WORLD IN EIGHTY DAYS by Jules Verne, Abridged in simple English by Margery Green (Macmillan & Co 294, Bowbazar Street, Calcutta) 126 pp. Re 1/25

Today in the age of supersonic planes and sputniks, the journey of Mr Fogg round the world in eighty days, when the railway line from Bombay to Allahabad was not fully completed or when Red Indians hovered round Rockies of U.S.A. may sound as strange. But when first published in 1874 by the famous novelist it created a sensation. The present edition does justice to the story and retains its fascination and is written in simple English, which a high school student of the present day, can follow. One can safely recommend this interesting book as a High School reader (L.M.). SAMAJ ADHYAN AUR USKI SHIKSHAN VIDHI (Social Studies and its Teaching) By Sri Ram Shakal Sinha (Orient Longmans Ltd, 17, Chittaranjan Avennue, Calcutta), 198 pages plus 8 of Terminology and 4 of bibliography, Rs 2-53 np.

Though now holding an important place in our secodary school curriculum, there are very few books dealing with integrated aspect of social studies and what is done in most of our schools is just an hotpotch of history, geography and civics. Sri Sinha has tried to start from the human interest. He begins with a study of society and cultural heritage. He then takes the Scope of Social Studies and its Cognate Fields, The Method of Developing the Suitable Curriculum for Social Studies, Grouping of such Subjects, Material Aids for Studies, Framing of Questions, Questions and Answers, Co-operation, Various Methods of Teaching Social Studies and Use of These Methods to Teach the Same Topics, Examination and the Type of Teachers Needed for Social Studies. The Dictionary of terms in the appendix is especially useful. The book, it is felt, will serve a long felt want and students of training colleges would derive benefits out of it (L.M.)

JATI AUR MANOVIGYAN (Race &

Psychology) Original UNESCO studies by Otto Klenburg, translated into Hindi by Sri Harvans Lal Sharma (Orient Longmans Ltd, 17, Chitta Ranjan Avenue, Calcutta) 41 pages Re 1/12 as.

This small monograph deals with two important topics, namely Social and Cultural Situation, Effectof Racial Changes in the Studies. But more important perhaps are the allied problems briefly touched namely, Physical Constitution and Mental State, Limits of Ability, Effects of mixing Racial Traits, Problems of Evolution, Differences found in Personal Traits, Race Traits and Irrational Behaviour and Cultural Difference- One feels that the author has tried to do too much in too little a space for many of the things touched require elaboration. Anyway, the monograph may serve one, who wante to get a birds' eye view of the important problem of Race and Psychology in a short time.

(L.M.).

JATI AUR JIV VIGYAN (RACE And BIOLOGY) Original Unesco studies by L. C. Doon. Translated into Hindi by Sri M. B. Lal (Orient Longmans Ltd, 17, Chittaranjan Avenue, Calcutta) 50 pages Re 1-12 As.

This monograph describes. What is Race, Effects of Environment in Hericitarians, Evolution of Organic Differences, Formation of Races, Opinions of Biologists on Race Development, Race Intermixture and Differences and has an appendix describing the work of Heriditarians. The monograph provides an interesting reading within a short bulk *for those who want to get a glimpse of the* whole problem.

(L.M.)

JATIGATA BIBHINNATA KA MAHATVA (Significance of Racial Differences) Original Unesco studies by Dr. G. M. Morant, *translated into Hindi*, (Translator not mentioned). (Orient Longmans Ltd, 17. Chitta Ranjan Avenue, Calcutta) 48 pages Re 1/4 As.

Besides introduction, the monograph has *five* chapters namely, Race Differences, The Proper Formulation of the Problem of Race Differences, Physical Traits of Race Differences, Mental Traits of Race Differences and the Signifcance of Race Differences. Within a short compass the monograph seeks to achieve much. Probably, *it is meant to popu*larise sociology to an uninitited reader who has not got much time to study all aspects of the problem in detail.

From that end, it is a success .

(L.M.)

JATI SIDHANTA (Race Concept) An Account of UNESCO Studies, translated into Hindi by Sri Nemi Chandra Jain (Orient Longmans, Calcutta). 90 pages Rs 2-25 np.

This is really an account of the Unesco study circle which was held in June 1951 and which initaited the Studies of Unesco discussed in the earlier monograph. The 6/-/ page appendix gives an account of the 94 persons to, whom questionaire were issued, and 23 of whom did not reply, The whole of India was represented by only two persons, Sri K. P. Chattopadhya, and Sri Humayun Kabir, the latter being an educationist, who has very little expert knowledge of Sociology. One would thus feel that the study has been weakened by having rather too little expert opinion on S. E. Asia from where not a single person was invited to participate, of India which had only two participients, and of Africa of which only three = two from S. Rhodesia and only one from S. Africa—were asked questions. These are the lands, where most of the Sociological and Anthropological studies can be profitably made ane one feels that all these areas have many experts in the field, whom the Unesco studies apparently ignored. Because of this weakness, one can expect that the studies have been rather incomplete and calls for fresh efforts on the part of sponsors to bring out a more complete study of this delicate study of Race Concept.

L. Mukherjee.

Shikshan Prayog Pradarshak : Kaksha Shikshan Path Niyojan By Dr Sarju Prasad Chaubey, Bharat Publications, Agra. 229 pages Rs 5/-

Dr Chaubey has veritably proved himself to be the Indian counterpart of C. A. M. Joad. He has indeed covered all aspects of teacher education. Beginning with History of Education, he has written on Philosophy of Education, Psychology, Principles of Education, Experiemental Education and his latest contribution is on the techniques of planning and organising lessons on practice teaching. With examples of lessons of different types he has helped the novice to plan his lessons properly. The book is well written and shows the auther's grasp over the topics, which he chose as examples of his lessons. The students should be thankful to Dr Chau-

bey for supplying them in Hindi so many excellant helpbooks on different aspects of teacher education.

(L M.)

CAREERS IN PSYCHOLOGY By Sri Dharam Vir, with a forward by Dr K. G. Rama Rao, Manasayan Hauz Kazi, Delhi, 6. 132 pages, Rs 6/- (paper bound Rs 3 50).

This is the second book of the series, Manasyan Publicatisns in Psychology. The first Directory of Indian Psychologists written by Dr Raj Narain and Mr Udi Parekh suffered from the same fate as the pioneers do. It was the first attempton a field in which there was no guide and hence was a bit incomplet, omitting the names and publications of many psychologists. This second book however has been enriched with the experience of the first and gives a more or less complete information about the courses available in different centres of learning, the prerequisite training for each of the courses and the careers open as a result thereof. It is hoped that a reader would be benefited by this study and be able to choose for himself as to the future possibilities opened to him in this growing and popular subject. It is an invaluable aid to the of guidance workers, who should be thankful to Sri Dharam Vir. We acknowledge the receipt of Education in the States 1955-56, andeducation in India 1954-55 vol. Ist. 2nd from Ministry of Education. & Scientific Research.

L. Mukherjee.

Education Budget of Utter Pradesh 1958-59.

Dr. L. MUKHERJEE

The budget of the ensuing year in being discussed in the legislature. There may be many who feel that the Budget is for the legislators to argue and for the common man the maxim should be:

"Theirs not to make reply,
Theirs not to reason why,
Theirs but to pay and sigh."

But this is perhaps the cynic's point of view. In a democratic state budget is not merely the concern of the few representatives of the legislatures, but of all the members of the State. It is the common man who foots the bill and should therefore have a right to say how the huge sum of rupees one hundred and twelve crores and seventy seven lakhs is going to be spent, certainly one who pays the piper has some right to call for the tune.

One can not, however, be an expert in all items of expenditure, and one should, therefore, confine to those items, in which he has made some special study and with that end in view, only the Educational aspect is being touched here. The expenditure for education in the ensuing year is going to be Rs 15,10,45,000 which is nearly eight times the expendiiure of 1946, but the total expenditure, too, has risen from some twelve crores to a sum more than nine times the amount. U. P. is an agricultural province where the literacy percentage is much lower, not only than Kerala or Mysore but also than Bombay. Madras or W. Bengal. This should call for a greater effort on our part to reduce expenses in other directions and spend more on education. Yet, we are lagging behind many states in the expenditure on education per capita. in 1954-55 the per capita expenditure for education in Bombay was Rs 7.10; that in Bengal was Rs 6.7; in the Punjab it was Rs 1.6; in Madras and Mysore Rs 4.8 each; in Kerala, Rs 5.2; in Madhya pradesh Rs 5.5; while in U. P. it was only Rs 3.5. It is a poor consolation that Behar, Rajasthan or Orissa were still backward. The allotment for 1958/59 does not

show that the percapita expenses would increase appreciably, for the goverment share, as clear from the Budget, is about Rs 2.55. Thus nearly at the end of the Second Five Year Plan (since from 1959 to 1961 is a gap of only two years), we shall still be among the backward states in our educational effort.

Higher & Secondary Education :

Now, coming to the details, the total grant for higher education is. Rs 1,19,44,000, which exceeds the revised estimates of 1957-58 by Rs 4,20,800. This covers only 7.1 percent of the Budget. In the revised estimate, the percentage was higher. The university expenditure shows a decline. It is estimated that inspite of opening new universities, the goverment will be spending Rs 51,77,800 or Rs 42,700 less. In the non-government arts colleges, the allotment is Rs 47,87,700 which means an increase of Rs 3.20,100, or only 7.1 percent increase. The government Arts colleges, which since their inception, had been more or less white elephants, are more fortunate for they would get Rs 94,700 more than the present allotment and thus secure Rs 10,60,800, The percentage increase in their case is 9.8. One fails to understand the reason for opening M-Sc. classes in Chemistry, Zoology or Botany at Gyanpur while the students, who would like to study these, could easily get seats at Allahabad or may be accomodated at the Varanasi Hindu University.

There is a thirty thousand rupees increase for the government training colleges, which would thus get Rs 8,17,700. The non-government professional colleges seem to be less lucky, for they would get only Rs 15,000 more, bringing their total grant to only a hundred thousand rupees. Thus, clearly a step motherly treatment is envisaged towards non-government colleges, general or professional, when compared with the government colleges.

There was a cry in the air, that the government are contemplating to hand over the secondary institutions to non-government agencies. This might have caused a certain amount of uneasiness in certain quarters. Those who are perturbed can now rest assured for at least a year more, till March 31, 1959 for there is not only a Budget provision for tne government secondary institutions but there

is an increase of Rs 386,600 from the estimates of 1957/58 bringing the total allotment for government secondary institutions to a rather respectable figure of rupees one crore thirty three thousands and six hundred. Perhaps' it will be shown that the government have provided higher allotments for non-government secondary institutions, for there is a six times excess in the allotment. The Budget estimate for non-government secondary institutions being 2,15,71 700 One must however remember that a large part of this is to provide reimbursement of fees for granting free-ships to junior high school students and the actual benefits, that the institutions would get, is negligible.

We must, at the same time, remember the great difference in the ratio of students reading in government and in non-governmenmt institutions. From the Annual Report of 1953. the total enrolment of students in 302 institutions, classified as government, was only 76100, which is barely 7.0 percent of all secondary students. As against this, there were 4,62,186 students in 2147 institutions under the district and municipal boards, mostly at the junior high school level and for the purposes of grant in-aid these are classified under the non-government aided list besides these, there were as many as 4,94,252 students reading in 1310 private aided institutions. The total strength of students in non-governmemt aided institutions thus comes to nearly 91 percent (the difference of 2 percent being a small number of unaided). Now for seven percent of the student population the government are spending a crore of rupees, while for the ninety one percent they are paying only a little more than twice the sum. How far is it democratic ? Art not the parents of the students, reading in aided institutions as good tax payars as the parents of students, reading in government schools ? Why should then, they be taught by ill-paid teachers with insecure service conditions ?

The total expenditure for secondary education is Rs 3,16,05,300 which is just 19.7 peicent of the educational budget.

Primary Education & Development:-

The expenditure on primary edu-

cation is Rs 5,66,81,500, which is slightly a third of the total expenditure, namely 35.3 percent. There does not seem to be any scheme for the improvement of pay scales for the primary teachers, though the rate of payment for the primary teachers is a blot on the fair name of the State. What is being done to give the District Boards non-recurring lump grants to wipe off the deficit so that these teachers can atleast gat their pay regularly ?

Rural uplift schemes costing Rs 396,100 or only 0.24 percent of the budget will hardly be able to touch even the fringe of the varied educational problems connected with the numerous villages in this mainly agrarian State. There is, however, another part namely Development Schemes, for which a sum of rupees 3,15,16,900 has been provided. This covers only 19.66 percent of the total budget, but this amount will not be sufficient to wipe off the adult illiteracy in this large State where, the percentage of literacy is so low.

It is undeniable that the cost of education at the secondary and higher stages is unusually high, considering the poor per capita income of the country. Poor students need some help Unlike U.S.A., there are but few avenues open to our students to earn while they learn. and even then secondary education, in the public schools there, is free. In U.K., tnis is provided by a liberal award of scholarships. Over half of the students, reading in tne great universities of Oxford and Cambridge, recieve some scholarships. Perhaps some thing like this must be attempted in our schools and colleges to provide an equality of opportunity for all. One welcomes the provision of free education in classes sixth and seventh but what about subsidies at the higher stage ?. The provision of only 34'73,800 for this covering all stages of education is quite inadequate and as it is, it covers only 2.17 of the educational allotment as compared to about a third of the educational allotment in the budget for England and Wales alone.

Special education which consists mostly of the training schools for primary teachers are allotted Rs 86,86,400 which is 5.4 percent of the allotment. Here again as opposed to Rs 79,09,600 allotted for the government

institutions the non-government institutions are allotted less than a tenth of the amount namely only Rs 7,76,-800. What about the education for the Deaf and the Dumb, one may ask. The meagre provision of Rs 19,300 in the Budget for 1957-58 has been taken away in 1958-59. From a study of Vol II of the Budget (page 80), it appears that this has been avoided as the government have transferred the education of the deaf and the dumb to the Social Welfare fund. But this should not absolve the educational department of all responsibilities for the education of the handicapped. Perhaps this fund could have been better used in studying the educational researches. involved or in opening new schools for the blind or feeble-minded.

Cost for Grooming the Horse

This leaves us with a sum of nearly one and a half crores of surplus. Where does the remaining sum of Rs 1,50,75,800 covering the remaining ten percent (nearly) go? Well, most of it is for grooming the horse. For economy measures, it is necessary that the expenditure incurred on the inspectorate should be radically reduced. Since 1947, it has been increased out of proportion. The appointment of district inspectors have not increased efficiency but has created further clogs in the wheel of educational administration. Now that we have seven regional deputy directors, almost the same number as we had Inspectors, some fourteen years a go there seems to be no point in maintaining fifty one district inspecting officers. A few days ago, it was rumoured that as a measure for economy these would be abolished or substaniially reduced. Perhaps the whole state would have heaved a sigh of relief at this. But it seems the government are not taking the measures for economy at this level seriously. The allotment for direction and Inspection for 1958-59 is Rs 38,85,-600, this is more than the budget estimates for 1957-58 by over sixty five thousands and if it is less than the revised estimate by about thirty five thousands, one may perhaps say that the revised estimate had been unduly inflated by some of the officers responsible for giving the figures when a new minister took over charge. This does not include the over head expenditure at the Secretariat level with the paraphernalia of a Secretary, deputy secratary and others. Out of the sum of Rs 495,300

allotted for Works only a small sum of Rs 1,10,100 is allotted for new works and the rest for repairs, evidently of government buidings which should have been a charge under the public works department.

The transfer to the Hindi literature fund is only Rs 2,12,300, out of which only Rs 70,000 is for publication of books and the remainder of Rs 142 300 is perhaps for over head expenses. Is the proportion fair ? All other charges under miscellaneous (including Rs 2,800 for expenses in England) are for grooming the horse, in maintaining a costly establishment where much economy is perhaps possible. There is no need for maintaintng two separate establishments with a duplicate set of officers, the Intermidiate Board and the Registrar Departmental Ezaminations. As an economy measure, when the confidential section is working in the Board, it is possible to transfer the work of the Registrar to the Board, the control may be vested directly under a government official, Secretary Board doing a sinecure job. This will at least reduce one gazetted officer, and many subordinates. One would like to know what is covered by other miscellanceous charges costing the state Rs 12,76,300 when all heads are already included.

To sum up therefore, we need firstly a greater awareness of the finance department towards the need for more educational allotment as a whole. It covers only 14.27 percent of the total budget. Had it been atleast twenty percent, we would have got more than six crores with which much improvemest could have been affected. Even in this small allotment, there was perhaps some scope for our Education Minister, now that he had been in office for nearly nine months or more, to reduce certain wastage and offset the step motherly attitude to wards two classes of institutions, government and non-government. One may trust that perhaps it is not too late yet to mend certain features of the budget.

शिक्षा और धर्म

शम्सुद्दीन, बी० ए०, बी० टी०, एम० एड्० डोंगरगाँव, जिला दुर्ग, मध्य प्रदेश।

"Educate men without religion, and you make them but clever devils" —The Duke of Wellington (धर्म से रहित शिक्षा मनुष्यों को केवल बुद्धिमान-शैतान बनाती है)।

शिक्षा, धर्म से उसी प्रकार अलग नहीं की जा सकती जिस प्रकार शरीर आत्मा से अलग नहीं किया जा सकता। यदि धर्म को शिक्षा से बिल्कुल अलग कर दें तो हमारी शारीरिक मृत्यु भले न हो किन्तु हमारी आध्यात्मिक मृत्यु तो होगी ही। मनुष्य अपनी अनेक शारीरिक आवश्यकताओं के साथ साथ एक बहुत महत्व पूर्ण आवश्यकता का अनुभव करता है और वह है—"मन की शान्ति"—यही धर्म के द्वारा प्राप्त दैवी सुरक्षा है।

अब हम सबसे पहले 'शिक्षा' शब्द पर विचार करेंगे। महान दार्शनिक प्लेटो के मत में "शिक्षा, शरीर और आत्मा की पूर्णता के लिये वह सब कुछ प्रदान करती है, जिसके लिये वे ग्रहणशील हैं।" इसी प्रकार कामेनियस एक बड़ा शिक्षा शास्त्री कहता है—"शिक्षा सम्पूर्ण मानव का विकास है"। यह सब यही बतलाता है कि शिक्षा में प्रगति के विभिन्न रूप हैं। इसे मनुष्य के मानसिक विकास की ओर जितना ध्यान देना पड़ता है उतना ही उसके शारीरिक और नैतिक विकास की ओर भी देना पड़ता है। इस सर्वांगीण विकास की प्राप्ति के लिये आवश्यक है कि शिक्षा धर्म के साथ साथ दी जाय। शिक्षा, जैसी कि आजकल समझी जाती है, मनुष्य की मानसिक शक्तियों के विकास के सिवाय और कुछ नहीं है तथा यह आत्मिक उन्नति की अवहेलना भी करती है। यह केवल उसकी भौतिक पिपासा को शान्त करती है, सर्वांगीण आवश्यकताओं की नहीं।

अब हम 'धर्म' शब्द की भी व्याख्या कर लें। इसका वास्तविक अर्थ क्या है ? अपने संकुचित अर्थ में 'धर्म' से तात्पर्य कोई विशेष धार्मिक मत या विश्वास हो सकता है किन्तु इससे हमारा यहाँ कोई सम्बन्ध नहीं है। जैसा कि डा० राधाकृष्णन ने कहा है—"धर्म से तात्पर्य किसी विशेष मत या सम्प्रदाय की स्वीकृति नहीं वरन् ऐसा आध्यात्मिक जीवन है जो समाज सेवा और त्याग के रूप में प्रगट होता है।" स्पष्ट है कि वास्तविक धर्म का अर्थ सर्वसाधारण लोगों द्वारा समझे गये संकुचित अर्थ से बिल्कुल भिन्न है। अंग्रेजी के 'Religion' शब्द की उत्पत्ति लैटिन शब्द 'religare' से हुई है जिसका अर्थ होता है "बाँधना"। इस प्रकार धर्म मनुष्य और ईश्वर के बीच जोड़नेवाला सूत्र है।

जैसा कि 'कामेनियस' कहता है—"मनुष्य ईश्वर की 'प्रतिमूर्ति', है वह संसार में मानव जीवन की गुत्थी को नहीं सुलझाता बल्कि हमें और भी उलझन में डाल देता है। स्वाभाविक रूप से प्रश्न उठते हैं—

मनुष्य संसार में क्यों भेजा जाता है ? यहाँ उसे किस प्रकार का जीवन व्यतीत करना चाहिए इत्यादि। किन्तु यदि हम इस विषय पर कुछ गम्भीरता से विचार करें तो हमें यह अनुभव होगा कि ईश्वर ने मनुष्य को पृथ्वी पर इस लिये भेजा है कि वह अपने सम्पूर्ण व्यक्तित्व के विकास और उन्नति का अवसर प्राप्त करें और उससे लाभ उठावे। मृत्यु का अर्थ है—ईश्वर के पास वापिस जाना किन्तु उसी हालत में जब कि उसने ईश्वरीय इच्छा के अनुकूल जीवन यापन किया हो। यह कुछ हद तक 'संसार' की पहेली को हल करता है तथा साथ ही धर्म की सार्वजनीन आवश्यकता का समर्थन करता है। पृथ्वी पर सर्वशक्तिमान् सत्ता ईश्वर की है और मनुष्य को अपने जीवन को सार्थक करने के लिये उसकी मदद की आवश्यकता होती है। मनुष्य के परस्पर तथा सबके ऊपर उस ईश्वर से सम्बन्धों का एकत्रीकरण ही धर्म है।

इस प्रकार हम देखते हैं कि मानव-जीवन में धर्म की बड़ी आवश्यकता है और जरूरी है कि यह मनुष्य को शिक्षा के साथ दिया जाय। हम यह कह सकते हैं कि धर्म को शिक्षा में स्थान देते समय हमें किन्हीं धार्मिक क्रियाओं व अनुष्ठानों के कड़ाई से पालन करने पर जोर नहीं देना है। किन्तु इतना हम कह सकते हैं कि व्यापक नैतिक व आत्मिक महत्ता को प्राप्त करने के लिये हमें कुछ सीमा तक धार्मिक ग्रन्थों व आचार व्यवहारों का आश्रय लेना ही पड़ेगा। यदि बच्चों को पढ़ाते समय सत्यता, ईमानदारी, पवित्रता इत्यादि गुणों का ज्ञान बिना धार्मिक किताबों के दिया गया तो ये भाव छात्रों के लिये सदा अस्पष्ट और समझ से परे रहेंगे। यथार्थ में इनका ज्ञान ठोस उदाहरणों द्वारा दिया जाना चाहिये। उदाहरणार्थ सत्य भाषण, आज्ञा पालन, त्याग तथा जीवन में आदर्शवाद इत्यादि की शिक्षा देते समय हम राजा रामचन्द्र जी, ईसामसीह और मुहम्मद साहब की जीवनियों से उदाहरण दे सकते हैं। इससे हमारे धार्मिक मतभेदों का भी अन्त हो जावेगा। यहाँ हमें इस बात का ध्यान रखना चाहिये कि सभी धर्मों में अन्तर, विश्वास के तरीकों व धार्मिक कार्यकलापों में ही पाया जाता है किन्तु सभी में अन्तर्निहित सिद्धान्त समान होते हैं और शिक्षा देते समय हमें इन्हीं व्यापक सिद्धान्तों पर जोर देना चाहिये। जीवनियाँ और धार्मिक क्रियायें साधन हो सकते हैं, साध्य नहीं। इस प्रकार हम अपने निर्दिष्ट ध्येय को प्राप्त कर सकते हैं।

शैतान और कुछ नहीं, मनुष्य और ईश्वर का दुश्मन है। वह इसी संसार में रहता है और सबको पतनोन्मुख करने का प्रयत्न करता है। मनुष्य को हमेशा उससे सावधान रहना चाहिये। जब वह संसार में आया है तो उसे अपने भाग्य-निर्धारण का ध्यान रहना चाहिये। जैसा कि वर्डसवर्थ कहता है—"शिशु एक ऐसा प्राणी है जो अमरत्व के महान् सागर के किनारे खड़ा है—जैसे जैसे वह इससे दूर हटता जाता है, वह संसार में अधिकाधिक लिप्त होता जाता है और ईश्वरीय स्मृतियों को क्रमशः भूलता जाता है।" उन्हें एक दूसरे से आबद्ध रखने के लिये धर्म सहायक सिद्ध होता है। यह उनके अन्दर बसे हुये पशु से उन्हें सतर्क करता है और पृथ्वी पर ही स्वर्ग की सृष्टि

करता है। धर्म के बिना यद्यपि मनुष्य की सारी शारीरिक आवश्यकताओं की पूर्ति हो जाती है किन्तु उसका आध्यात्मिक पक्ष रूखा और शून्य ही रह जाता है। अपने साथियों के प्रति प्रेम, जिसका सम्बन्ध हृदय और आत्मा से रहता है, तभी बढ़ सकता है जब धर्म की शिक्षा दी जाय। इसके द्वारा मनुष्य, त्याग, कमजोर और असहायों के प्रति दया, सज्जनता, सौन्दर्य और कला के प्रति प्रेम इत्यादि ग्रहण करता है और शैतान की दुष्ट प्रवृत्तियों पर अपने को विजयी पाता है। वह सच्चे अर्थ में 'इंसान' बनता है तथा शैतान को इस संसार में पराजित करता है।

आधुनिक भौतिकवादी युग में, धार्मिक शिक्षा की महान् आवश्यकता है। आज हम हर जगह "रोजी-रोटी" का सिद्धान्त पहले रखते हैं। इससे आत्मा की हानि होकर शरीर की प्रगति होती है। आज भौतिक जगत की वैज्ञानिक प्रगति के द्वारा हमने समुद्र, आकाश और सम्पूर्ण भूगर्भ को जीत लिया है किन्तु 'मानवता' क्या है, इसे समझने में हम बुरी तरह असफल हुये हैं। एक मनुष्य दूसरे मनुष्य को अपना ही रक्त-सम्बन्धी भाई न समझकर गैर समझता है, सिर्फ अपने भीतर बैठे हुये पशु को तृप्त करने के लिये। यह सब तभी दूर किया जा सकता है जब हम धार्मिक शिक्षा प्रदान करें—संकुचित अर्थ में नहीं वरन् विश्व-व्यापी बंधुत्व और मानवता से पूर्ण व्यापक धार्मिक शिक्षा के रूप में।

सारांश में हमारी शिक्षा का उद्देश्य 'मानवों' की उत्पत्ति हो न कि संहारक और भक्षक भेड़ियों के झुण्ड पैदा करना। आज का सभ्य समाज 'स्वर्ण-युग' की बड़ी बड़ी बातें हाँकता है किन्तु यथार्थ में वह समय हमसे क्रमशः दूर ही चला जा रहा है। धार्मिक सिद्धान्तों पर आधारित विभिन्न तरीकों से यह लाया जा सकता है अतः धर्म किसी भी हालत में हमारी शिक्षा-योजना से दूर न किया जावे।

बालक बालिकाओं के जीवनो को प्रभावित करने वाली किशोरोपयोगी अनुपम पुस्तकें

१	जगद्गुरु भारत	।।।-)	१७	वीर बालक	१)
२	नया खून	।।≡)	१८	इङ्गलैण्ड का वैधानिक विकास	१)
३	सौर्य परिवार	।।=)।।	१९	विचित्र प्रकृति	।।=)
४	अन्त्याक्षरी—१	।।)	२०	अनोखी कहानियाँ	।।)
५	अन्त्याक्षरी—२	।।।)	२१	सच्चा प्रेम	।=)
६	चार चाँद	।।≡)	२२	पौराणिक कहानियाँ	।।)
७	वीर गाथा	।।।)	२३	सामाजिक अभिनय	।।=)
८	देश-देश की दन्त कथायें	।।।)	२४	वैज्ञानिक अभिनय	।।=)
९	सेवाग्राम की तीर्थ यात्रा	।।=)।।	२५	कथा कहानी	।।।)
१०	बाईसवीं सदी में रुस्तम	।।)	२६	दुरूह यात्रायें	।।)
११	त्रभाषिक नाम कोष	१।)	२७	गाँव के भीतर	।।।)
१२	सुमार्ग	१)	२८	पंच परमेश्वर	।।।)
१३	सात सितारे	।।।=)	२९	भारत के बाहर भारतीय	।।)
१४	कवि-दरबार	१)	३०	बड़ों की बातें	।।)
१५	आविष्कारों की कहानी	।।।=)	३१	महान आत्मा	।।)
१६	किशोरावस्था की नागरिकता	।।।=)	३२	हमारा विधान	१)

बाहरी प्रकाशन

१	चतुरिया	≡)	९	बेसिक कहानियां भाग ३	।।)
२	लोकोक्ति रत्न माला	।=)	१०	„ „ „ ४	।।=)
३	हारजीत	२)	११	„ „ „ ५	।।।)
४	ग्यारह कहानियाँ	१।।।)	१२	स्वास्थ्य जीवन	।।।=)
५	बौछार	१।)	१३	दक्षिण पथ	१।)
६	मंजरी भाग ३	।)।।	१४	संसार के कुछ अद्भुत दृश्य	।।)
७	बेसिक कहानियां भाग १	...	१५	स्वास्थ्य प्रदीप	।।)
८	„ „ „ २	।=)	१६	आल्हा	।=)।।

१७	परमाणु बम	।।)
१८	सोने की गुड़िया	।)
१९	ललित कथा मंजरी	१।।)
२०	बन्दर का ब्याह	।)
२१	अखण्ड भारत	।—)
२२	अरब देश की कहानी	।=)।।
२३	नीलम परी	।।)
२४	यादगार	१)
२५	जादू का मजीरा	।।)
२६	बाल बीणा	=)
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२९	हंसी का फव्वारा	।)
३०	समुद्र परी	।=)
३१	जीवन की बूँदें	१)
३२	मन्वन्तर	१।।)
३३	कवि प्रसाद	२।।)
३४	दस कहानी	।=)
३५	शेर बच्चों के साथ एक साल	।=)
३६	मर्यादा का मूल्य	१।।)
३७	उपेक्षिता	१।)
३८	पाकिस्तान का प्रश्न	१।।)
३९	मंजरी भाग	१)
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४७	दुर्गा बाबा	=)
४८	मंजरी भाग ४	।)।।
४९	यूनानी दर्शन	(।।)
५०	भारत में मंत्री मिशन	१।)
५१	भाषा ग्रन्थावली	१)
५२	मिलन	१।।)
५३	द्वादशी	२)
५४	जय हिन्द	१।।≡)
५५	भारत की नदिय	२)
५६	भाग्य चक्र	१)
५७	पेड़ पौधों की कहानियाँ	।=)।।
५८	मन के बन्धन	२)
५९	सप्त दर्शन	१)
६०	ईश्वर ऐतिहासिक विकास	१)
६१	महकते मोती	।)
६२	हिन्दी साहित्य का छात्रोपयोगी इतिहास	२।।)
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६४	उर्दू साहित्य परिचय	६)

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१५	सरोजउल अदब	१।)
१६	तारीख अहल हिन्द भाग ३	।।।)
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२२	तारीख अहल हिन्द भाग १	१।)।।।
२३	इंतज़ाम मदारिस के लिये इशारात	१।)
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३२	जिस्म की हिफ़ाज़त भाग २	।।।)
३३	इन्तखाब अय्यार दानिश	।।)
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३६	Selection from Kulliyat-i-Sauda	१।।)
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४३	जदीद इल्म उलरूज़	।।।)

टी० सी० ई० जर्नल्स एण्ड पब्लीकेशन्स लि०

१९, हेवट रोड, लखनऊ

दक्षिण भारत एजेन्टस—श्री अनाथ विद्यार्थी गृह प्रकाशन, ६२४ सदाशिव पेठ, पूना २

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5.	Nizam Shamshi	0	10	6
6.	Bait Bazi	0	8	0
7.	Char Chand	0	10	0
8.	Zamana Jang Ke Karobar	0	9	0
9.	Mukhtalif Mulk Ki Rawayat	0	10	6
10.	Sewagram Ki Tirth Yatra	0	10	0
11.	Baisvin Sadi Men Rustam	0	8	0
12.	Taslisul Lughat	1	4	0
13.	Nek Rah	1	0	0
14.	Sat Sitara	0	13	0
15.	Shayaron Ka Dardar	0	12	0
16.	Bahadur Larka	1	8	0
17.	Ijadaat Ki Kahani	0	13	0
18.	Anokhi Kahaniyan	0	8	0
19.	Sachhi Mohabbat	0	8	0
20.	Bartania Ka Aioni Nashonuma	1	0	0
21.	Naw Jawano Ki Shohriyat	0	13	0

शिक्षा स्वाध्याय माला

सचित्र तथा ज्ञान वर्धक
"प्रकाशित पुस्तकें"

प्रत्येक पुस्तक ।=)

१. कागज
२. ज्वालामुखी
३. इतिहास के पूर्व
४. आज का अमेरिका
५. द-किरण
६. अमरीका की गंगा
७. लाल राज्य
८. प्राणियों की लीलायें
९. छाया चित्र
१०. सोने का मुकुट
११. डाक का टिकट
१२. स्टोव
१३. गांधी जी
१४. राष्ट्र पताका
१५. सभ्यता का विकास
१६. नोबेल पुरस्कार
१७. भारत के प्राचीन ग्रन्थ
१८. तिब्बत यात्रा
१९. निशा के दीपक
२०. आज का रूस
२१. गंगा
२२. बेतार का तार

टी० सी० ई० जर्नल्स एन्ड पब्लीकेशन्स लि०

१९, हेवट रोड, लखनऊ

दक्षिण भारत एजेन्टस—श्री अनाथ विद्यार्थी गृह प्रकाशन ६२४ सदाशिव पेठ, पूना २